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ABSTRACT

The material presented in this guide was developed to serve as a two-year curriculum for classes connected to cooperative education programs. The overall subject of the guide is preparing for employment. The curriculum contains 16 units, arranged in sequential order with a recommended year of presentation shown on the course outline. Each of the units contains objectives, and is broken into several topics, with suggested resources that can be used to cover each topic. The units cover the following material: orientation to vocational education; entering the world of work; safety on the job; understanding business; human relations skills; law; individual potential; coping with stress; adult responsibilities; youth organizations; job-related mathematics; taxes; preparation for future employment; analyzing employment possibilities; the economic system; and resource conservation. In addition, there is an introduction on teaching technical competencies for the teacher, and a list of resources. (KC)

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TWO-YEAR SEQUENTIAL CURRICULUM GUIDE FOR THE RELATED CLASS TO THE COOPERATIVE VOCATIONAL EDUCATION PROGRAM

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TO THE COOPERATIVE VOCATIONAL EDUCATION COORDINATOR

The material presented in this guide was developed to serve as a two-year curriculum guide. The project staff has arranged the units of instruction in a sequential order, with a recommended year to teach. However, the material can be rearranged to fit the needs of each school. Decisions would need to be made locally as to what units are best suited to first-year students, second-year students or which units or topics within units need to be repeated both years.

In addition to the material listed in this guide, each local instructor will need to develop individual and small group instruction materials to teach the technical competencies needed by the cooperative student. There is a brief explanation of a possible approach to teaching the technical competencies in the appendix of this guide.

COURSE OUTLINE

1st Yr.	2nd Yr.	Both
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		X
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1. Getting Oriented to Cooperative Vocational Education
   a. Explanation of Cooperative Vocational Education
   b. Completion of forms
   c. Development of training plans
   d. Keeping and using job/work records

2. Entering the World of Work
   a. Why work?
   b. Opportunities in the world of work
   c. Self-inventory: Knowing and understanding yourself
   d. Getting acquainted with your employer and co-workers
   e. Progressing on the job
   f. Increasing your personal effectiveness

3. Using Safety on the Job
   a. The Occupational Safety and Health Act
   b. Safety procedures and protective measures for the young worker

4. Understanding the Business Where You Work
   a. Organization of the business
   b. Developing good business relationships
   c. Understanding the laws affecting the business
   d. Impact of business losses

5. Developing Human Relation Skills
   a. Understanding human relations
   b. Human relations with co-workers
   c. Human relations with customers
   d. Human relations with communications

6. Developing Communication Skills
   a. Defining communications
   b. Verbal and non-verbal communications
   c. The use of written communication
   d. Using standard English on the job

7. Understanding the Law and the Young Worker
   a. Legal terms everyone should know
   b. History of child labor laws
   c. Business covered by the Fair Labor Standards Act
   d. Hazardous occupations
   e. Exceptions to the Minimum Wage Law
   f. Worker's Compensation
   g. Keeping laws current

8. Developing Individual Potential
   a. Your personal health and work
   b. Proper grooming and dress for work

1st Yr.	2nd Yr.	Both
X		
X		
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9. Coping with Stress and Conflict
   a. What is stress and conflict?
   b. Pros and cons of stress
   c. Being your own worst enemy
   d. You and other people's problems
   e. Conflict resolution
   f. The tensions of social living
   g. Changing roles and working family

10. Meeting Your Adult Responsibilities
    a. Managing money
    b. Budgeting goods and services
    c. Credit and installment buying
    d. Using banking services
    e. Understanding Social Security and retirement plans
    f. Using insurance

11. Being a Part of a Youth Organization
    a. Orientation to youth organization
    b. Parliamentary procedure
    c. Conducting activities

12. Using Job Related Math
    a. Math on the job

13. Understanding Taxation
    a. Types of taxes
    b. Preparing tax forms

14. Preparing for Future Employment
    a. Searching for employment
    b. Developing data sheets and resumes
    c. Preparing for job interviews
    d. Making initial contact with the employer
    e. Completing application forms
    f. You are hired
       1) Completing required forms
       2) Understanding the role of professional organizations/unions
       3) Employee benefits
    g. Choosing your career
       1) Developing job survival skills
       2) Advancing on the job
       3) Terminating employment
    h. Post-high school education and training
    i. Changing responsibilities

15. Analyzing Employment Possibilities
    a. Assessing the employment market
    b. Environmental working conditions
    c. A company's image
    d. Geographic location (commuting time and cost)

16. Understanding Economic Systems
    a. Types of business organizations
    b. Government and industry regulations which affect businesses

17. Conserving Our Resources
    a. Natural
    b. Human

UNIT: **GETTING ORIENTED TO COOPERATIVE VOCATIONAL EDUCATION** 2 Weeks

OBJECTIVE: The student will become established in a cooperative vocational education program by becoming oriented to program rules, regulations, policies and procedures.

TOPIC	RESOURCES	NOTES
a. Explanation of Cooperative Vocational Education	(1) Gooch, et al. *Work: Pathway to Independence*, Chapter 1 (2) Kimbrell, et al. *Succeeding in the World of Work*, Chapter 1 (3) Hersbach, et al. *Complete Work Experience*, entire publication (4) Illinois State Board of Education, *Handbook for Cooperative Vocational Education in Illinois*, Chapters 1, 2, 3, 4	
b. Completion of forms	(4) Illinois State Board of Education, *Handbook for Cooperative Vocational Education in Illinois*, Appendix	
c. Development of training plans	(4) Illinois State Board of Education, *Handbook for Cooperative Vocational Education in Illinois*, Appendix	
d. Keeping and using job/work records	(4) Illinois State Board of Education, *Handbook for Cooperative Vocational Education in Illinois*, Appendix	

UNIT: **ENTERING THE WORLD OF WORK** 2 Weeks

OBJECTIVE: The student will demonstrate an understanding of the role and responsibilities of a beginning employee.

TOPIC	RESOURCES	NOTES
a. Why work?	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 1 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 1 (5) Illinois State Board of Education, *Occupational Survival Skills,* Working in Organizations	
b. Opportunities in the world of work	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 3 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapters 6, 20	
c. Self-inventory: knowing and understanding yourself	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 14 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 6 (5) Illinois State Board of Education, *Occupational Survival Skills,* Understanding Yourself (6) Eggland, et al. *Human Relations in Business,* Chapters 1, 2	

UNIT: **ENTERING THE WORLD OF WORK (continued)** 2 Weeks

OBJECTIVE: The student will demonstrate an understanding of the role and responsibilities of a beginning employee.

TOPIC	RESOURCES	NOTES
d. Getting acquainted with your employer and co-workers	(1) Gooch, et al. *Work: Pathway to Independence,* Chapters 2, 3 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapters 2, 3, 18 (6) Eggland, et al. *Human Relations in Business,* Chapters 3, 4 (43) Fruehling, *Working at Human Relations,* entire publication (44) Weeks, *You and Others on the job,* entire publication	
e. Progressing on the job	(2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 9	
f. Increasing your personal effectiveness	(2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 8 (6) Eggland, et al. *Human Relations in Business,* Chapter 6	

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UNIT: **USING SAFETY ON THE JOB** 1 Weeks

OBJECTIVE: The student will review and will show competency in safety and health practices and procedures on the job, and in matters of personal well being.

TOPIC	RESOURCES	NOTES
a. The Occupational Safety and Health Act	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 8 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 10	
b. Safety procedures and protective measures for the young worker	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 7 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 9	

UNIT: **UNDERSTANDING THE BUSINESS WHERE YOU WORK** 2 Weeks

OBJECTIVE: The student will show evidence of an understanding of the overall management and operation of the business at which the student is employed.

TOPIC	RESOURCES	NOTES
a. Organization of the business	(1) Gooch, et al. *Work: Pathway to Independence,* Chapters 16, 19, 21	
b. Developing good business relationships	(1) Gooch, et al. *Work: Pathway to Independence,* Chapters 2, 3, 4, 18 (2) Kimbrell, *Succeeding in the World of Work,* Chapters 4, 9	
c. Understanding the laws affecting the business	(1) Gooch, et al. *Work: Pathway to Independence,* Chapters 26, 27, 30	
d. Impact of business losses	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 26	

UNIT: **DEVELOPING HUMAN RELATION SKILLS** 3 Weeks

OBJECTIVE: The student will demonstrate competencies developed in successful human relations as they relate to the employment situation.

TOPIC	RESOURCES	NOTES
a. Understanding human relations	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 4 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 8 (6) Eggland, et al. *Human Relations in Business,* Chapter 1	
b. Human relations with co-workers	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 3 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 4 (6) Eggland, et al. *Human Relations in Business,* Chapter 3	

UNIT: **DEVELOPING HUMAN RELATION SKILLS (continued)** 3 Weeks

OBJECTIVE: The student will demonstrate competencies developed in successful human relations as they relate to the employment situation.

TOPIC	RESOURCES	NOTES
c. Human relations with employers	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 2 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 4 (6) Eggland, et al. *Human Relations in Business,* Chapter 4	
d. Human relations with customers	(2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 8 (6) Eggland, et al. *Human Relations in Business,* Chapter 5	
e. Human relations with communications	(6) Eggland, et al. *Human Relations in Business,* Chapter 6	

UNIT: **DEVELOPING COMMUNICATION SKILLS** 2 Weeks

OBJECTIVE: The student will demonstrate an understanding of and expertise in communication skills.

TOPIC	RESOURCES	NOTES
a. Defining communications	(1) Gooch, et al. *Work: Pathway to Independence*, Chapter 10 (5) Illinois State Board of Education, *Occupational Survival Skills*, Effective Communications	
b. Verbal and non-verbal communications	(1) Gooch, et al. *Work: Pathway to Independence*, Chapter 10 (5) Illinois State Board of Education, *Occupational Survival Skills*, Effective Communications (7) Cook, *Using the Telephone*, entire publication (11) Weagraf, et al. *Communication at Work*, entire publication (12) Walker, et al. *Taking Telephone Messages*, entire publication (2) Kimbrell, et al. *Succeeding in the World of Work*, Chapter 3	

UNIT: **DEVELOPING COMMUNICATION SKILLS (continued)** 2 Weeks

OBJECTIVE: The student will demonstrate an understanding of and expertise in communication skills.

TOPIC	RESOURCES	NOTES
c. The use of written communication	(1) Gooch, et al. *Work: Pathway to Independence*, Chapter 10 (5) Illinois State Board of Education, *Occupational Survival Skills*, (8) Cook, *Writing to Others*, entire publication (9) Stein, *Filling Out Forms*, entire publication (10) Teacher Guides - *Practical Communication Skills*, entire publication (11) Weagraf, et al. *Communication at Work*, entire publication	
d. Using standard English on the job	(1) Gooch, et al. *Work: Pathway to Independence*, Chapter 10 (5) Illinois State Board of Education, *Occupational Survival Skills*, Effective Communications (2) Kimbrell, et al. *Succeeding in the World of Work*, Chapter 3	

UNIT: **UNDERSTANDING THE LAW AND THE YOUNG WORKER** 3 Weeks

OBJECTIVE: The student will be able to successfully demonstate knowledge gained of laws and legalities as they apply to the young worker.

TOPIC	RESOURCES	NOTES
a. Legal terms everyone should know	(1) Gooch, et al. *Work: Pathway to Independence*, Chapter 26 (2) Kimbrell, et al. *Succeeding in the World of Work*, Chapter 14	
b. History of child labor laws	(1) Gooch, et al. *Work: Pathway to Independence*, Chapter 27	
c. Businesses covered by the Fair Labor Standards Act	(1) Gooch, et al. *Work: Pathway to Independence*, Chapter 27 (13) U. S. Dept. of Labor - WH Publication 1282-*Handy Reference Guide to the Fair Labor Standards Act* - WH Publication 1199-*A Look at Hours Worked Under the Fair Labor Standards Act*	
d. Hazardous occupations	(1) Gooch, et al. *Work: Pathway to Independence*, Chapter 27 (2) Kimbrell, et al. *Succeeding in the World of Work*, Chapter 10 (13) U. S. Dept. of Labor - WH Publication 1330-*Child Labor Requirements in Nonagricultural Occupations*	

UNIT: **UNDERSTANDING THE LAW AND THE YOUNG WORKER (continued)** 3 Weeks

OBJECTIVE: The student will be able to successfully demonstrate knowledge gained of laws and legalities as they apply to the young worker.

TOPIC	RESOURCES	NOTES
e. Exceptions to the minimum wage law	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 27 (13) U. S. Dept. of Labor - WH Publication 1282- *Handy Reference Guide to the Fair Labor Standards Act*	
f. Worker's Compensation	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 8 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 16	
g. Keeping laws current	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 30	

UNIT: **DEVELOPING INDIVIDUAL POTENTIAL** 1 Weeks

OBJECTIVE: The student will demonstrate by appearance and behavior, an understanding and appreciation of, the generally accepted concepts of personal hygiene, grooming, and dress suitable for a young worker/student.

TOPIC	RESOURCES	NOTES
a. Your personal health and work	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 17 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 10	
b. Proper grooming and dress for work	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 17 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 9	
c. Self-improvement	(1) Gooch, et al. *Work: Pathway to Independence,* Chapters 6, 33 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapters 5, 8, 19, 20	

UNIT: **COPING WITH STRESS AND CONFLICT** 4 Weeks

OBJECTIVE: The student will demonstrate an understanding of and has developed some techniques which may be used in dealing successfully with stressful situations.

TOPIC	RESOURCES	NOTES
a. What is conflict and stress?	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 5 (5) Illinois State Board of Education, *Occupational Survival Skills,* Coping with Conflict (14) Anema, *Don't Get Fired,* entire publication (15) Ludwig-*Out of Work,* entire publication (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 19	
b. Pros and cons of stress	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 5 (5) Illinois State Board of Education, *Occupational Survival Skills,* Coping with Conflict (14) Anema, *Don't Get Fired,* entire publication (15) Ludwig - *Out of Work,* entire publication (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 19	

UNIT: **COPING WITH STRESS AND CONFLICT (continued)** 4 Weeks

OBJECTIVE: The student will demonstrate an understanding of and has developed some techniques which may be used in dealing successfully with stressful situations.

TOPIC	RESOURCES	NOTES
c. Being your own worst enemy	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 5 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 6 (5) Illinois State Board of Education, *Occupational Survival Skills,* Problem Solving (17) Wilson, *Growing on the Job,* entire publication	
d. You and other people's problems	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 5 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapters 4, 8 (5) Illinois State Board of Education, *Occupational Survival Skills,* Authority and Responsibility Leadership (16) Teacher's Guide, *You and Others on the Job,* entire publication (17) Wilson, *Growing on the Job,* entire publication (18) Wiegraff, *Making Decisions Work,* entire publication	34

UNIT: **COPING WITH STRESS AND CONFLICT (continued)** 4 Weeks

OBJECTIVE: The student will demonstrate an understanding of and has developed some techniques which may be used in dealing successfully with stressful situations.

TOPIC	RESOURCES	NOTES
e. Conflict resolution	(1) Gooch, et al. *Work: Pathway to Independence*, Chapter 5 (5) Illinois State Board of Education, *Occupational Survival Skills*, Problem Solving (18) Wiegraff, et al. *Making Decisions Work*, entire publication (2) Kimbrell, et al. *Succeeding in the World of Work*, Chapter 19	
f. The tensions of social living	(1) Gooch, et al. *Work: Pathway to Independence*, Chapter 5 (2) Kimbrell, et al. *Succeeding in the World of Work*, Chapter 19	
g. Changing roles and the working family	(45) Farris. *Expanding Adolescent Role Expectations*, entire publication (46) Green. *Fathering*, entire publication (47) Norton, *Parenting*, entire publication (48) Curtis, *Working Mothers*, entire publication	

UNIT: **MEETING YOUR ADULT RESPONSIBILITIES** 9 Weeks

OBJECTIVE: The student will show evidence of acquiring consumer competencies which will enable the student to meet adult responsibilities.

TOPIC	RESOURCES	NOTES
a. Managing money	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 22 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 11 (19) Mach, et al. *Math for Today and Tomorrow,* Chapters 1, 2 (23) Miss. State, *Clerical and Personal Recordkeeping,* entire publication	
b. Budgeting goods and services	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 25 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 12 (19) Mach, et al. *Math for Today and Tomorrow,* Chapters 2, 3, 7, 9, 10 (24) Fletcher, et al. *Finding a Good Used Car,* entire publication	

OBJECTIVE: The student will show evidence of acquiring consumer competencies which will enable the student to meet adult responsibilities.

TOPIC	RESOURCES	NOTES
c. Credit and installment buying	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 23 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 13 (19) Mach, et al. *Math for Today and Tomorrow,* Chapters 5, 6 (20) Rosenberg, et al. *Consumer Math and You,* entire publication (21) Wood, *Consumer Practice Set,* entire publication	
d. Using banking services	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 23 (2) Kimbrell, et al. *Succeeding in World of Work,* Chapter 15 (19) Mach, et al. *Math for Today and Tomorrow,* Chapter 8 (22) Oklahoma Votec, *Banking, Savings and Loan,* entire publication	

UNIT: **MEETING YOUR ADULT RESPONSIBILITIES (continued)** 9 Weeks

OBJECTIVE: The student will show evidence of acquiring consumer competencies which will enable the student to meet adult responsibilities.

TOPIC	RESOURCES	NOTES
e. Understanding Social Security and retirement plans	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 29 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 17	
f. Using insurance	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 24 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 18	

UNIT: **BEING A PART OF A YOUTH ORGANIZATION** 1 Weeks

OBJECTIVE: The student will become an active, participating member of a youth organization.

TOPIC	RESOURCES	NOTES
a. Orientation of youth organization	(4) Illinois State Board of Education, *Handbook for Cooperative Vocational Education in Illinois*, Chapter 6 (25) Illinois State Board of Education, *Local Advisor's Handbook and Chapter Officer Handbook*, entire publication	
b. Parliamentary procedure	(2) Kimbrell, et al. *Succeeding in the World of Work*, Appendix I (25) Illinois State Board of Education, *Local Advisor's Handbook and Chapter Officer Handbook*, entire publication	
c. Conducting activities	(25) Illinois State Board of Education, *Local Advisor's Handbook and Chapter Officer Handbook*, entire publication	

UNIT: **USING JOB RELATED MATH** 3 Weeks

OBJECTIVE: The student will demonstrate competence in job related math.

TOPIC	RESOURCES	NOTES
a. Math on the job	(1) Gooch, et al. *Work: Pathway to Independence*, Chapter 11 (19) Mach, et al. *Math for Today and Tomorrow*, Chapters 1, 2, 11 (26) *Distributive Education Mathematics*, entire publication (27) Rosenburg, et al. *Business Math/30*, entire publication (28) Helling, et al. *Career Related Math Units*, entire publication (29) St. Paul Tech.-Voc. Institute-*Fundamental Math for Technical-Vocational Training*, entire publication	

UNIT: **UNDERSTANDING TAXATION** 2 Weeks

OBJECTIVE: The student will demonstrate an understanding of the taxation obligations of the worker.

TOPIC	RESOURCES	NOTES
a. Types of taxes	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 28 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 16 (30) *Understanding Taxes*-IRS, entire publication	
b. Preparing tax forms	(1) Gooch, et al. *Work: Pathway to Independence,* Cahpter 28 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 16 (30) *Understanding Taxes*-IRS, entire Publication	

UNIT: **PREPARING FOR FUTURE EMPLOYMENT (continued)** 4 Weeks

OBJECTIVE: The student will demonstrate the ability to develop necessary materials and skills when applying for future employment.

TOPIC	RESOURCES	NOTES
a. Searching for employment	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 13 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapters 2, 3, 6, 20 (31) Illinois State Baord of Education. *A Curriculum Guide for Pre-employment Skills,* Chapter 2 (32) Koshchnick, et al. *The World of Work,* entire publication (33) Lynch, *Getting a Job,* entire publication (34) Walker, et al. Cassette Learning Packages - *What to Do Before You Get a Job; Reading the Help Wanted Ads*	
b. Developing data sheets and resumes	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 15 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 2 (31) Illinois State Board of Education, *A Curriculum Guide for Pre-employment Skills,* Chapter 3 (33) Lynch, *Getting a Job,* entire publication (34) Walker, et al. Cassette Learning Packages - *The Resume and the Letter of Application*	

UNIT: **PREPARING FOR FUTURE EMPLOYMENT (continued)** 4 Weeks

OBJECTIVE: The student will demonstrate the ability to develop necessary materials and skills when applying for future employment.

TOPIC	RESOURCES	NOTES
c. Preparing for job interviews	(2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 3 (31) Illinois State Board of Education, *A Curriculum Guide for Pre-employment Skills,* Chapter 7 (32) Koshchnick, et al. *The World of Work,* entire publication (33) Lynch, *Getting a Job,* entire publication (34) Walker, et al. Cassette Learning Packages - *Going for a Job Interview* (35) Livingston, *Janus Job Interview Guide,* entire publication	
d. Making initial contact with the employer	(2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 3 (31) Illinois State Board of Education, *A Curriculum Guide for Pre-employment Skills,* Chapter 4 (32) Koshchnick, et al. *The World of Work,* entire publication	

OBJECTIVE: The student will demonstrate the ability to develop necessary materials and skills when applying for future employment.

TOPIC	RESOURCES	NOTES
e. Completing applications forms	(1) Gooch, et al. *Work: Pathway to Independence*, Chapter 15 (2) Kimbrell, et al. *Succeeding in the World of Work*, Chapter 3 (31) Illinois State Board of Education, *A Curriculum Guide for Pre-employment Skills*, Chapter 5 (32) Koshchnick, et al. *The World of Work*, entire publication (33) Lynch, *Getting a Job*, entire publication (34) Walker, et al. Cassette Learning Package - *Completing a Job Application* (35) Livingston, *Janus Job Interview Guide*, entire publication	
f. You are hired 1) Completing required forms 2) Understanding the role of professional organizations/unions 3) Employee benefits	(1) Gooch, et al. *Work: Pathway to Independence*, Chapter 21 (2) Kimbrell, et al. *Succeeding in the World of Work*, Chapter 4 (31) Illinois State Board of Education, *A Curriculum Guide for Pre-employment Skills*, Chapter 9	

UNIT: **PREPARING FOR FUTURE EMPLOYMENT (continued)** 4 Weeks

OBJECTIVE: The student will demonstrate the ability to develop necessary materials and skills when applying for future employment.

TOPIC	RESOURCES	NOTES
g. Choosing your career 1) Developing job survival skills 2) Advancing on the job 3) Terminating employment	(1) Gooch, et al. *Work: Pathway to Independence,* Chapters 14, 33 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapters 5. 9 (5) Illinois State Board of Education, *Occupational Survival Skills,* Adapting and Planning for the Future (31) Illinois State Board of Education, *A Curriculum Guide for Pre-employment Skills,* Chapters 10, 11, 12	
h. Post-high school education and training	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 33 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 20 (36) Gregg/McGraw-Hill, *Discovering You,* entire publication (37) Kidwell, et al. *Knowing Yourself,* entire publication (39) Media Materials, Inc., *Cassette Activity Books,* Career Planning	

UNIT: **PREPARING FOR FUTURE EMPLOYMENT (continued)** 4 Weeks

OBJECTIVE: The student will demonstrate the ability to develop necessary materials and skills when applying for future employment.

TOPIC	RESOURCES	NOTES
i. Changing responsibilities	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 33 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapters 19, 20 (5) Illinois State Board of Education, *Occupational Survival Skills,* Coping with Change (40) Gregg/McGraw-Hill, *Testing Instruments,* Career Maturity Inventory	

UNIT: **ANALYZING EMPLOYMENT POSSIBILITIES** 1 Weeks

OBJECTIVE: The student will be able to analyze and assess employment factors.

TOPIC	RESOURCES	NOTES
a. Assessing the employment market	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 13 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 20	
b. Environmental working conditions	(1) Gooch, et al. *Work: Pathway to Independence,* Chapters 7, 31 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapters 7, 10	
c. A company's image	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 15	
d. Geographic location (commuting time and cost)		

UNIT: **UNDERSTANDING ECONOMIC SYSTEMS** 1 Weeks

OBJECTIVE: The student will demonstrate an understanding of business organization structures and the regulatory influences on business.

TOPIC	RESOURCES	NOTES
a. Types of business organizations	(1) Gooch, et al. *Work: Pathway to Independence,* Chapters 19, 20 (4) Gregg/McGraw-Hill, *Business Enterprise,* entire publication (42) *General Business for Economic Awareness,* entire publication	
b. Government and industry regulations which affect businesses	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 27 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapters 10, 12	

UNIT: **CONSERVING OUR RESOURCES** 1 Weeks

OBJECTIVE: The student will demonstrate an understanding of, and has assumed as a part of a lifesty e, resource conservation techniques.

TOPIC	RESOURCES	NOTES
a. Natural	(1) Gooch, et al. *Work: Pathway to Independence,* Chapter 31	
b. Human	(1) Gooch, et al. *Work: Pathway to Independence,* Chapters 7, 31 (2) Kimbrell, et al. *Succeeding in the World of Work,* Chapter 10	

TEACHING TECHNICAL COMPETENCIES

The following activities deal with the teaching of technical information to the students in a cooperative vocational education program. It would be virtually impossible, and well beyond the scope of this document, to develop a complete resource listing of all the materials that are available to teach the job-related technical information needed by all the cooperative vocational education students. Therefore it is suggested the cooperative coordinator consider approaching the instruction in the following manner:

1. Interview students to identify their career objective and how it relates to their present job.

2. Identify skills to be developed and recorded in the student's training plan as part of related classroom instruction.
   a. Use *Dictionary of Occupational Titles*.
   b. Skills employer (training sponsor) wants taught.
   c. Skills student wants to learn.

3. Select appropriate materials to accomplish objectives of training.
   a. Identify training manuals, trade journals and magazines the employer can provide or recommend.
   b. Use resource persons—employers in field, advisory committee members, instructional materials center personnel, in-school staff members, technical experts, and personnel specialists.
   c. Utilize field trips to local plants, shops, etc., trade shows and leadership conferences.
   d. Purchase commercially prepared kits, packages, workbooks, etc.
   e. Investigate materials available at the East Central Curriculum Management Center, Sangamon State University, Springfield; or the Western Illinois University, Macomb.
   f. Provide an opportunity for students to serve in mini-apprenticeship programs, i.e., substitute volunteer hours for class hours to work for employer (no pay) at a new skill, in a different department or at a time other than usual working hours.

4. Develop a student card file system to record goals and competencies gained while enrolled in the cooperative vocational education program.

RESOURCE LISTING

1. Gooch, Bill, et al. *Work: Pathway to Independence.* Chicago: American Technical Society, 1979.
   (Accompanying workbook: *The Workbook)*

2. Kimbrell, Grady and Ben Vineyard. *Succeeding in the World of Work.* Bloomington, Ill.: McKnight & McKnight Publishing Company, 1981.
   (Accompanying workbook: *Activities for Succeeding in the World of Work)*

3. Hersbach, Dennis, et al. *Complete Work Experience: An Annotated Guide.* College Park: University of Maryland, Center for Research and Instructional Materials.

4. *Handbook for Cooperative Vocational Education in Illinois.* Illinois State Board of Education. Macomb: Western Illinois University, Curriculum Publications Clearinghouse.

5. *Occupational Survival Skills.* Illinois State Board of Education. Macomb: Western Illinois University, Curriculum Publications Clearinghouse, 1978.

6. Eggland, Steven, and John Williams. *Human Relations in Business.* Cincinnati: South-Western Publishing Co., 1977.

7. Cook, Cheri. *Using the Telephone.* Syracuse, N.Y.: New Readers Press

8. Cook, Cheri. *Writing to Others.* Syracuse, N.Y.: New Readers Press.

9. Stein, Wendy. *Filling Out Forms.* Syracuse, N.Y.: New Readers Press.

10. *Practical Communication Skills.* Teachers' Guides and Skills Practice. Syracuse, N.Y.: New Readers Press

11. Weagraff, Patrick, and James Lynn. *Communication at Work.* Manchester, Missouri: Gregg/ McGraw-Hill.

12. Walker, Bonnie, and Barbara Wainer. *Taking Telephone Messages.* Baltimore, Maryland: Media Materials, Inc. (Cassette Learning Package)

13. *WH Publication 1330-Child Requirements in Non-agriculture Occupations.*
    WH Publication 1282-Handy Reference Guide to the Fair Labor Standards Act.
    WH Publication 1199-A Look at House Worked Under the Fair Labor Standards Act. U. S. Dept. of Labor, Employment Standards Administration, Wage & Hour Div. Chicago.

14. Anema, Durlynn. *Don't Get Fired!* Hayward, California: Janus Book Publishers.

15. Ludwig, Stephen. *Out of Work.* Syracuse, N.Y.: New Readers Press, 1975.

16. *You and Others on the Job.* Teacher's Guide. Syracuse, N.Y.: New Readers Press.

17. Wilson, Maurice. *Growing on the Job.* Manchester, Missouri: Gregg/McGraw-Hill.

18. Wiegraff, Patrick J., and James J. Wilson. *Making Decisions Work.* Manchester, Missouri: Gregg/McGraw-Hill.

19. Mach, and Wilson. *Math for Today and Tomorrow.* Teacher's Edition. Portland, Maine: J. Weston Walch, 1976.

20. Rosenberg, Robert R., and Joy Risser. *Consumer Math and You.* Manchester, Missouri: Gregg/McGraw-Hill, 1979.

21. Wood, Merle. *Consumer Practice Set.* Manchester, Missouri: Gregg/McGraw-Hill, 1976.

22. *Banking, Savings and Loan.* Oklahoma State Department of Vocational and Technical Education. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, 1978.

23. *Clerical and Personal Recordkeeping.* Mississippi State University, Southeast Curriculum Coordination Center.

24. Fletcher, William, and Patrick Kelly. *Finding a Good Used Car.* Hayward, California: Janus Book Publishers.

25. *Local Advisors Handbook and Chapter Officer Handbook.* Illinois State Board of Education. Macomb: Western Illinois University, Curriculum Publications Clearinghouse.

26. *Distributive Education Mathematics.* Minneapolis, Minnesota: Conrad Publishing Company.

27. Rosenberg, Robert, and George Alvey. *Business Math/30.* Manchester, Missouri: Gregg/McGraw-Hill.

28. Helling, Cliff, and William Heck. *Career Related Math Units.* Teacher's Edition. White Bear Lake, Minnesota: Minnesota Instructional Materials Center.

29. *Fundamental Math for Technical-Vocational Training.* White Bear Lake, Minnesota: St. Paul Technical-Vocational Institute, Minnesota Instructional Materials Center.

30. *Understanding Taxes,* Publication 21. Department of the Treasury, Internal Revenue Service. Kansas City, Missouri.

31. *A Curriculum Guide for Pre-employment Skills.* Illinois State Board of Education. Macomb, Illinois: Western Illinois University, Curriculum Publications Clearinghouse

32. Koshchnick, Kat, and Stephen Ludwig. *The World of Work.* Syracuse, N.Y.: New Readers Press.

33. Lynch, Richard. *Getting a Job.* Manchester, Missouri: Gregg/McGraw-Hill.

34. Walker, Bonnie, and Barbara Wainer. "What to do Before You Get a Job", "Reading the Help Wanted Ads", "The Resume and the Letter of Application", "Completing a Job Interview", "Going for a Job Interview". *Cassette Learning Packages.* Baltimore, Maryland: Media Materials, Inc.

35. Livingston, Arnold. *Janus Job Interview Guide.* Hayward, California: Janus Book Publishers.

36. *Discovering You.* Manchester, Missouri: Gregg/McGraw-Hill.

37. Kidwell, William M., and Vernon Wallace. *Knowing Your Self.* Manchester, Missouri: Gregg/McGraw-Hill.

38. Blakely, Carolin. *Occupations I.* Schroeder, Dennis. *Occupations II.* Syracuse, N.Y.: New Readers Press.

39. *Career Planning,* Cassette Activity Book. Baltimore, Maryland: Media Materials, Inc.

40. *Career Maturity Inventory. Planning Career Goals.* Testing Instruments. Manchester, Missouri: Gregg/McGraw-Hill.

41. *Introduction to Economic and Business Enterprise.* Joint Council on Economic Education. Manchester, Missouri: Gregg/McGraw-Hill, 1972.

42. General Business Instructors. *General Business for Economic Awareness.* Washington, D.C.: D.C. Public Schools, Mrs. Quids V. Maedel, Vocational Education Curriculum.

43. Fruehling, Rosemary. *Working at Human Relations.* Manchester, Missouri: Gregg/McGraw-Hill.

44. Weeks, Doug. *You and Others On The Job.* Syracuse, N.Y.: New Readers Press

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46. Green, Maureen. *Fathering.* Manchester, Missouri: Gregg/McGraw-Hill

47. Norton, G. Ron. *Parenting.* Englewood Cliffs, N.J.: Prentice-Hall, Inc.

48. Curtis, Jean. *Working Mothers.* Garden City, N.Y.: Doubleday & Co., Inc.